



Bismarck SALT Team

Riverside Elementary & Roosevelt
Elementary

Schools and Artists as Learning
Teams

Final Reflection

2006-2007



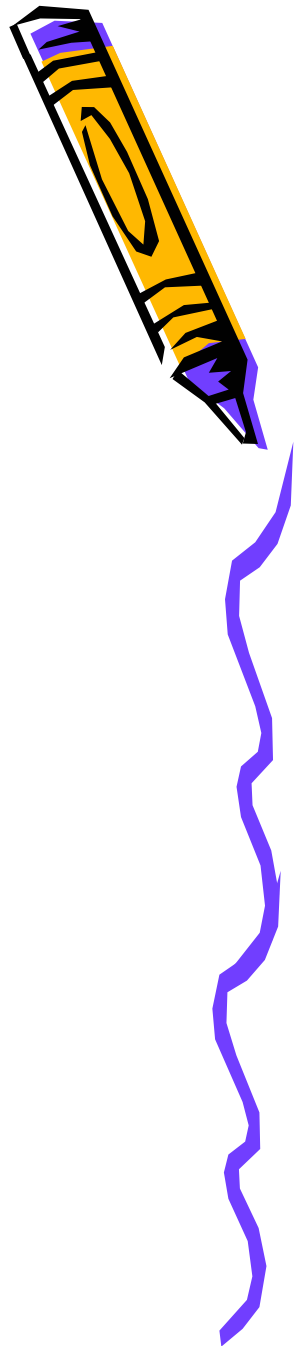
Mission Statement

The learning goals of active listening and building community will be reached through dramatic exercises and visual art experiences designed specifically for second graders by the teachers and artists, with the assistance of artistic coaches.



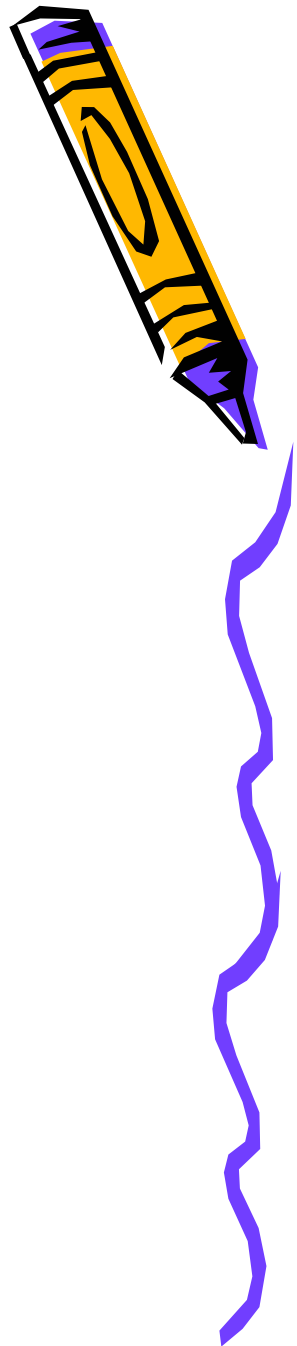
Team Members

- Alisha Keller (Classroom Teacher-Riverside)
- Donna Nestoss (Classroom Teacher-Roosevelt)
- Helen Risan (G/T Levels of Service Specialist)
- Brenda Molinaro (Visual Artist)
- CeilAnne Clement (Storyteller)
- Fran Rodenburg (Riverside Principal)
- Cindy Wilcox (Roosevelt Principal)
- Linda Ehreth (North Dakota Council on the Arts)



Riverside 2nd Grade Demographics

- 21 second grade students
- Students served:
 - Native American (57%)
 - Caucasian (33%)
 - African American (5%)
 - Indian (5%)



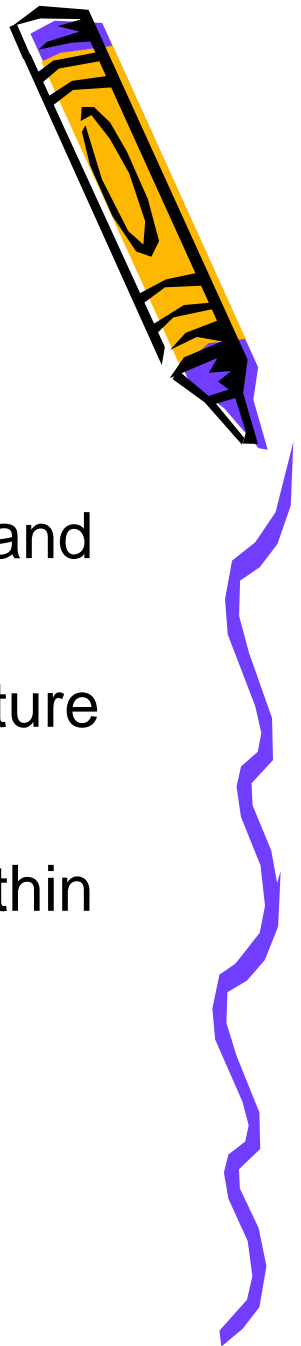
Roosevelt 2nd Grade Demographics

- 25 second grade students
- Students served:
 - Caucasian (92%)
 - Native American (4%)
 - Chinese (4%)



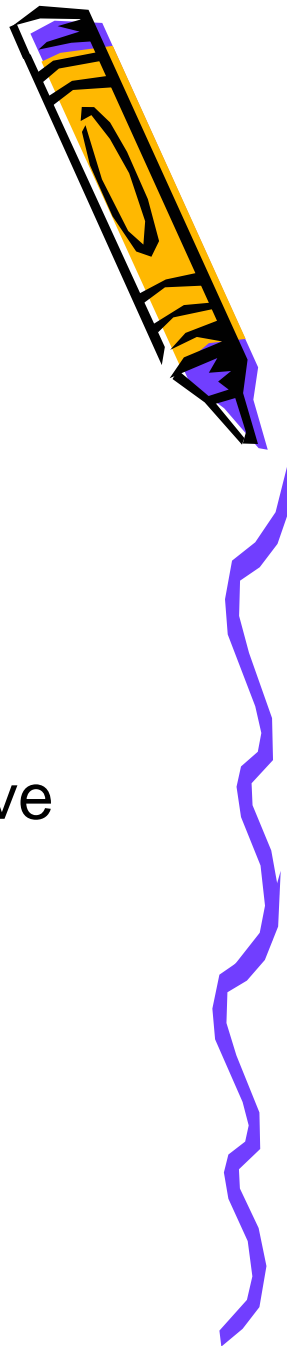
NEED

- Using the arts to:
 - Develop community within the school setting and beyond
 - Create awareness of the past, present and future
 - Understand the role of a responsible citizen
 - Create deeper levels of personal reflection within student understanding
 - Build and enhance stronger curriculum connections



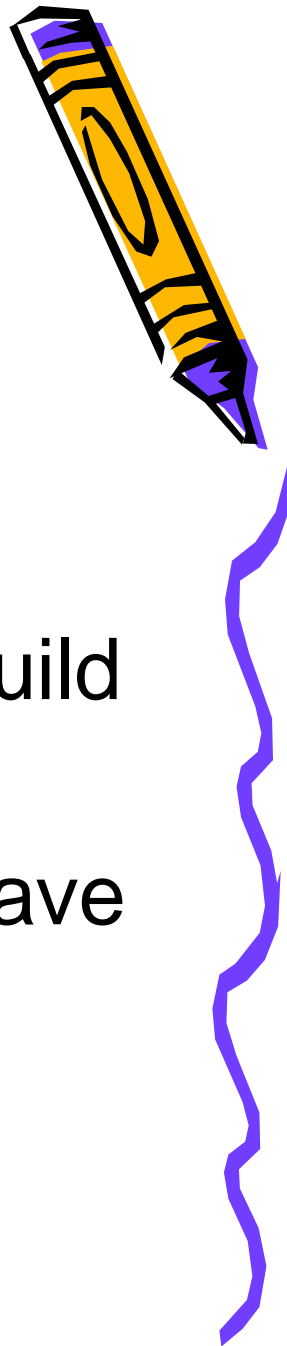
Enduring Understanding

- In 20 years students will continue to:
 - Be responsible citizens
 - Be effective decision makers
 - Reflect on themselves as learners and their quality of work, as well as apply what they have learned
 - Develop a personal voice
 - Respect the voice of others in a community

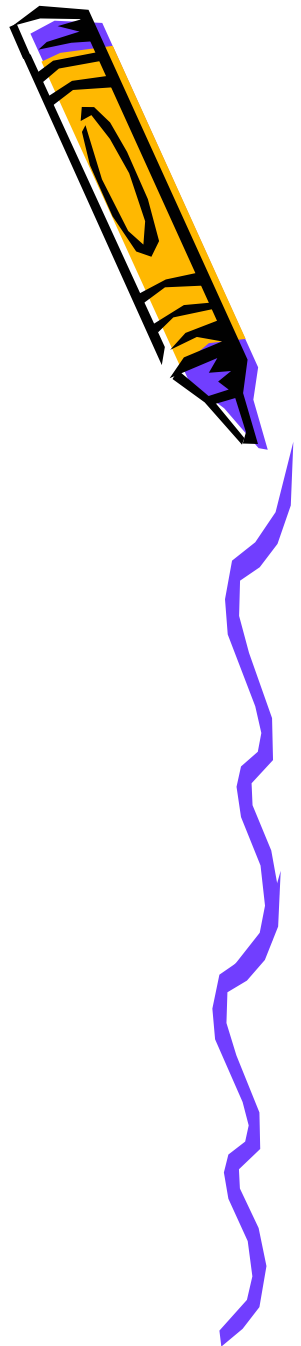


Essential Questions

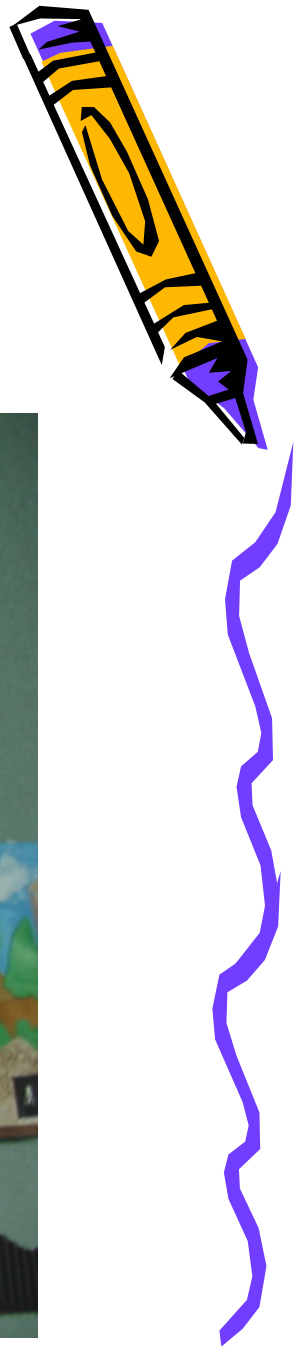
- How do responsible citizens serve communities?
- How do storytelling and visual arts build learning?
- What role does personal reflection have on learning?



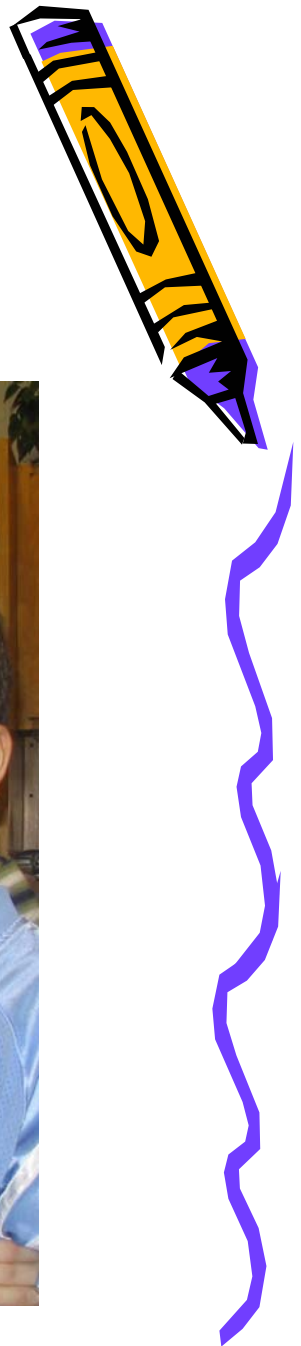
Looking at Student Work!



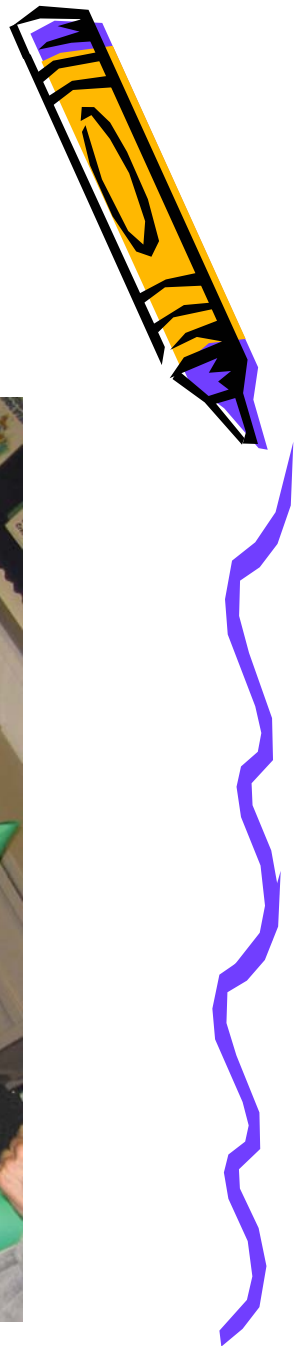
Building community through Class Family
collages patterned after the work of
Cezanne...



Role playing community workers through drama and puppetry...



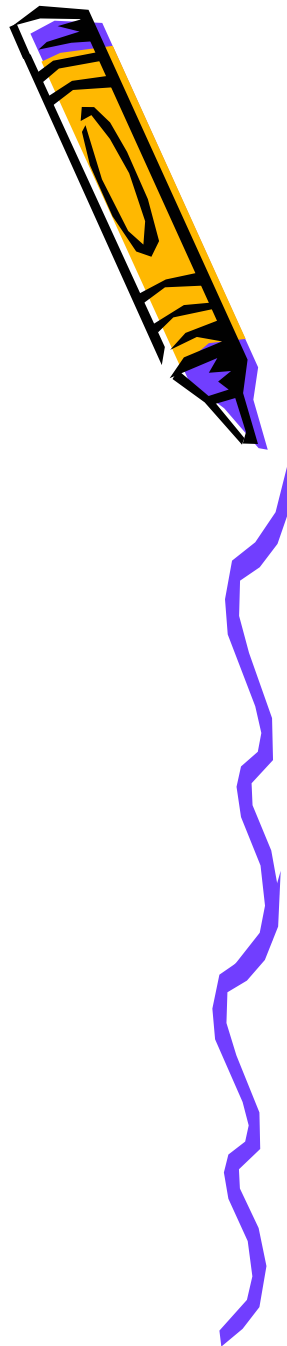
Using teamwork and cooperation to pull up the turnip...



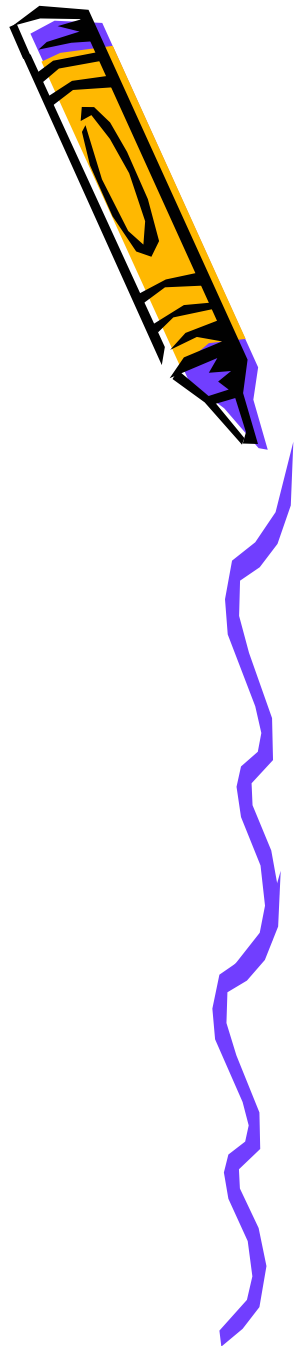
Telling the story of the carrot using storyboards...



Creating pottery like the people of past communities...



Telling our story through the arts...



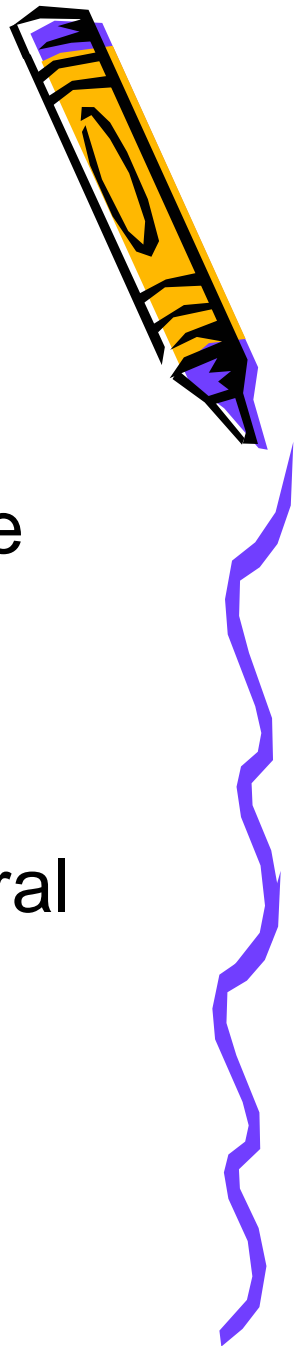
What We See

- **Students indicated understanding of the learning goals.**
 - *My teacher wanted me to learn how people lived long ago.*
 - *My teacher wanted me to learn about the past and today.*
- **Students indicated they wanted more learning experiences through the art mediums**
 - *I wonder if we could have done this like the first people did?*
 - *I think we should do this again because making things is so awesome!*



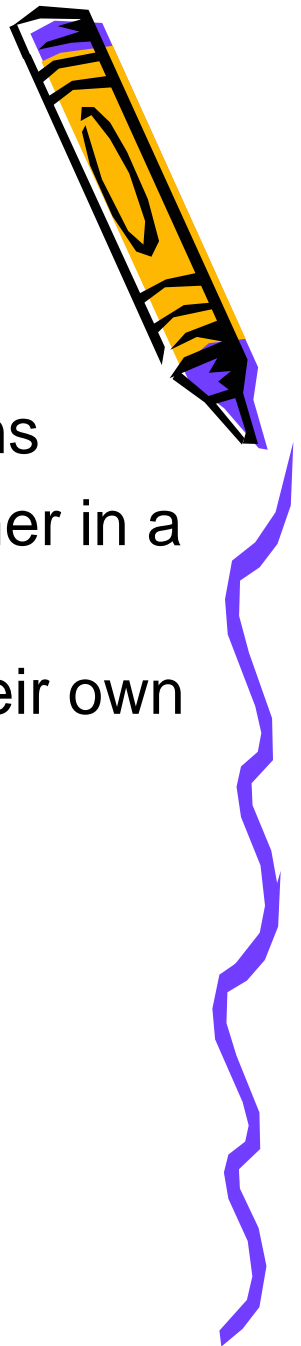
Team Questions

- What do students understand about the connections storytelling and visual arts have to teach community?
- In what ways are students using personal reflection as part of their learning?
- How do we investigate and implement natural connections between storytelling and visual arts?



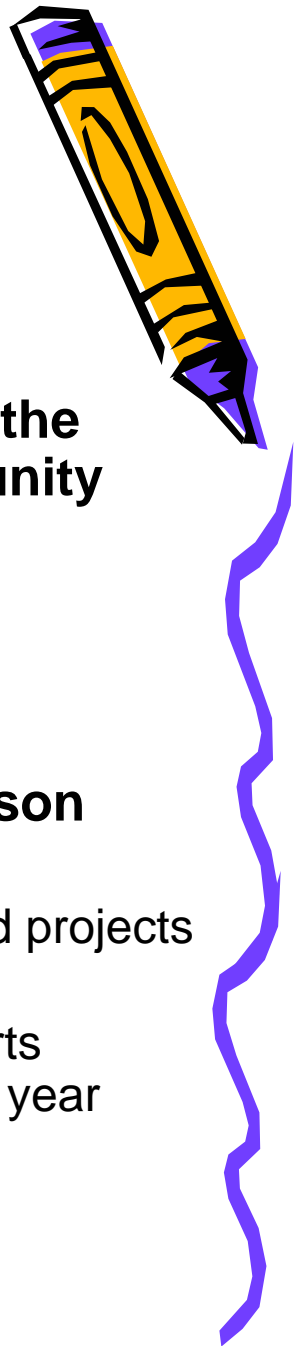
What We Know Now

- Students applied what they learned to new situations
- Students collaborated with and supported each other in a respectful way
- Students used a concentrated effort to construct their own understanding
- Through their reflections, students identified direct curriculum connections through the arts



Next Steps

- **Scaffold the lessons to more intentionally integrate the components of storytelling, visual arts, and community**
 - Compare and contrast various communities
 - Go more in depth
 - Reflect upon lessons using the tools of protocol?
 - Further implement the Artist Habits of Mind
- **Develop a more effective timeline framework for lesson implementation**
 - Determine scheduled planning sessions, school visits, and projects prior to the beginning of the 2007-2008 school year
 - Coordinate with ASAP and North Dakota Council of the Arts workshops prior to the beginning of the 2007-2008 school year



SOURCES

- Arts and School as Partners (ASAP) is part of the Perpich Center's Minnesota Arts Education Network. This initiative is funded by the McKnight Foundation and state funds appropriated by the Minnesota Legislature.
- This reflection based on “Looking at Student Work” from the *Artful Teaching and Learning Handbook*, pages 136-139.
- Schools and Artists as Learning Teams (SALT) is a grant program of the North Dakota Council on the Arts (NDCA). NDCA is a service and program agency of the state, established in 1967 by the State Legislature to develop the arts and to promote and support the arts in North Dakota. Grant funds are made available by the National endowment for the Arts and appropriations from the state of North Dakota.
- All students and adults included in the photographs of this slideshow presentation have signed permission slips, which have been submitted in paper form to the ASAP office and are on file at the school office.

